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ABSTRACT

The project combines full-time and on-the-job work experience with related programs of youth activities and classroom instruction, and provides an avenue for acquiring the Connecticut State Equivalency Diploma. It is aimed at serving young adults in Hartford, Connecticut who have left school before completing 12 years and who are unable to obtain employment. As of June 30, 1975, 18 of 25 enrollees have been placed in training stations and more than 60 have been interviewed and pretested. More than 70 business contacts have been made. An advisory committee and a chapter of the Distributive Education Clubs of America (DECA) have been formed. A sample of the interview questionnaire which is administered to the prospective program participants appears in the appendix. Also appended are lists of the participating business firms, membership lists of the DECA chapter and advisory council, testing data, and information concerning project meetings. (NJ)

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FINAL REPORT

Annie M. Warren, Project Director

June 30, 1975

Points of view or opinions stated do not necessarily represent official opinion or policy of state or federal governmental agencies, as the writers are encouraged to express freely their professional judgement in the conduct of the project.

CONNECTICUT STATE DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION
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CONTENTS

	Page
PREFACE	1
SUMMARY	4
BACKGROUND	6
METHODS, GOALS AND OBJECTIVES	8
FINDING AND ANALYSIS	11
Statistics: Firms Contacted	13
Students Enrolled	15
Ethnic Breakdown	17
CONCLUSIONS	18
RECOMMENDATIONS	20
APPENDICES	21

PREFACE

Project 70,001 is a positive and innovative approach to an educational program, combining on-the-job training with related classroom instruction.

It is positive, in that it provides immediate full time employment and, therefore, wage earning capabilities for youth who are considered to be presently unemployable. 70,001 also provides an organized program of education for persons who have mutually agreed with school officials that there are no benefits to the individual, or the school from their attendance.

It is innovative, in that unlike regular programs of education and training, it trains a person in a job rather than for a job. Students are employed full time and the primary emphasis is upon the acquisition, retention and advancement of a wage earning career. Students attend classes, periods of group and individual instruction, and participate in related educational activities on a part-time basis and the acquisition of diplomas or degrees is of secondary priority.

Through a cooperative arrangement with local merchants, disadvantaged youth are placed and supervised in a job, by a qualified coordinator upon acceptance into the program. They retain their jobs as long as they satisfactorily participate in the program (or until the student, coordinator and employer mutually agree there are no further benefits to be accrued from continued participation.) They receive increases in wages and promotion periodically as they successfully

meet specific individual performance objectives developed cooperatively by the employer and the coordinator in consultation with the student.

The instructional program is unique in that it is available during and beyond normal school hours, days and months. While academic credentials for "graduates" of the 70,001 program are of secondary concern, students are encouraged and assisted in attaining them.

A program of instruction and tutorial service has been developed for students desiring to qualify for a General Equivalency Diploma. Students are prepared for the examination required for this purpose.

This program presents a realistic and practical alternative program of training and education designed for persons with special needs to meet the employment requirements of the economy. It is an innovative, employment youth organization based program of employment, training and personal development. It is designed to provide services for the high school dropout between the ages of 16 to 22 years.

The major concerns of this program are as follows:

1) To place students on the job in the area of retail, wholesale and service occupations.

2) To assist youths in becoming acquainted with self development and employment retention knowledge.

3) To provide an avenue for acquiring the Connecticut State Equivalency Diploma.

PREFACE (Cont'd.)

4) To create a good relationship with the total community and

5) To involve students with state and national Distributive Education Clubs of America.

Thanks should be given to the following organizations and/or persons for their efforts in making our program the success that it has been.

1) The Hartford Adult School
   a) Mr. Richard Kelly
2) Mr. Joseph Constantine
3) The Urban League of Greater Hartford
4) Project Matthew (The Street Academy)
5) The Community Renewal Team of Greater Hartford (CRT)
   a) Mr. James Harris
6) The Poor Peoples Federation (PPF)
7) The Comprehensive Manpower Program
   (CMP, 110 Washington Street, Hartford, Conn.)
8) HELP, Inc.
9) Hartford Public Schools Reading Program
   a) Mrs. Beatrice Woods
10) Mr. Raymond Blanks

SUMMARY

There is no doubt in my mind, nor in the minds of those who fully understand the Project 70,001 concept, that this is a much needed program and can become even more effective if consistent, long-term funding is available. This is a low cost program (little over $1,000. per enrollee) that provides an alternative to the regular school system, with an avenue to attaining a high school diploma. Additionally, and most important, this program provides the vehicle necessary to overcome basic educational deficiencies, employment obstacles and cultural restrictions.

However, one of the major aims of the program is to establish a pattern of success to replace the cycle of failure that has so often characterized the typical drop-out. We do this by training the enrollees in a job that will ultimately lead to promotion and/or opportunities for advancement, thus bringing about attitudinal changes that will break the failure syndrome familiar to our enrollees.

This program has met with considerable success in that it has of June 30, 1975:

1) Eighteen (18) of the projected twenty five (25) enrollees had been placed in training stations.

2) More than sixty (60) students had been interviewed and pre-tested, with fifty-three (53) of these being directly served by the program.

3) More than seventy (70) business contacts had been made personally by the program director with eighteen (18) cooperating

by providing training stations.

4) Six enrollees took the tests required for a General Equivalency Diploma (results pending).

5) A DECA Chapter was formed with elected officers (see appendix A). A social event was held and a fund raising affair still is in progress.

6) An effective Advisory Committee (see appendix B) was formed (still in effect).

Evidence of the foregoing will be itemized further on in this report.

There was also much effort and man hours spent in trying to put together a formal affair that would bring local businessmen together to introduce and discuss Project 70,001. This failed because of lacking of a financial backer.

If and when we take the time to consider the economic impact of such a program as ours, in just one area and one area alone, we will realize its importance and necessity. That is if we consider the number of youngsters we place in jobs, tax payer's self supporters and the relief to society by reducing welfare recipients and juvenile offenders. When we realize that the total cost for incarceration care and rehabilitation sometimes reaches the staggering, overwhelming figure of $12,000 yearly for one offender. Then, I think all of us will appreciate programs such as Project 70,001.

BACKGROUND

Project 70,001 combines on-the-job work experience with related programs of youth activities and classroom instruction for young people between the ages of 16 and 22.

An assessment of the needs of unemployed, underemployed and otherwise disadvantaged youth discloses that principally:

1) They are in need of initial employment and the assistance to obtain it so that they might earn the necessary income to provide basic necessities for themselves, and also the clothes, transportation, medical services and further education necessary to retain employment;

2) They are in need of individual, specialized education and training specifically relevant to their occupational fields in order to be able to compete successfully for advancement and promotion. In many cases remedial instruction in reading and arithmetic is necessary.

3) They are in need of the confidence developed by gradual attitudinal adjustment that will allow them to substitute a pattern of success for an experience of failure.

A comparison of employment and human needs with the subsequent opportunities for employment and a labor supply, suggests the advantages of bringing these forces together.

There is a severe need in the City of Hartford to find employment and, at the same time, provide educational opportunities for the growing number of dropouts from the schools. For the past several years, many many students (approximately 700) have chosen to leave high school prior

to completion. Project 70,001 has attempted to meet the needs of these students by finding employment and educational opportunities and service oriented occupations.

Project 70,001 enrollees generally: 1) have left school before completing twelve (12) grades; 2) are unemployed; 3) are unable to obtain regular employment. In addition, the program is directed to those young people who have had problems related to their economic level, educational achievement, attitude and those with a police record of minor offenses.

We are aimed at serving hard-core young adults deprived or underprivileged, who have left school for any number of reasons. These students may have attended either the public schools or non-profit private schools.

METHODS, GOALS AND OBJECTIVES

There are several methods that may be used to create a viable program of any nature. The one used here was to first outline the pertinent things that must be done with target dates in mind to accomplish each. This titled "Action Outline" can be found later in this report (see appendix C).

This outline was put into effect and each item dealt with. It must be remembered that our operation is basically a two (2) person one, and all work was done by the Director of the program and the Administrative Assistant except for one part-time teacher who was solely responsible for the General Equivalency Diploma Preparation for the enrollees.

Our methods included the following:

1) Identification, recruitment and screening, in cooperation with the local education agency, of the individuals to be served by this program (see appendix D).

2) Identification, selection and recruitment of employment training stations for the students for cooperative work experience(in excess of 70 stations) (see appendix E).

3) The organization of an acceptable instructional activities schedule.

4) Development of a relevant and effective curricula design for the instructional program and related youth activities (see appendix F).

5) Development, organization and implementation of an active Chapter of Distributive Education Clubs of America (DECA).

6) Development of an effective Advisory Council consisting of representatives from business, industry, labor and the community. The foregoing

methods were employed to accomplish the following goals:

1) To provide training stations for twenty-five (25) enrollees.

2) To provide an avenue for those interested in attaining a Connecticut State Equivalency Diploma.

3) To organize a Project 70,001 Distributive Education Club of America (DECA) Chapter.

4) To form an effective Advisory Council.

5) To provide counseling and leadership in the area of job retention.

Our objectives that were planned and accomplished were:

1) To survey the entry level employment opportunities for unemployed and otherwise disadvantaged youth who may be deficient in communications, arithmetical and attitudinal skills.

2) To establish training stations from among employers identified through the survey conducted above.

3) To identify twenty-five (25) unemployed youth who were willing to participate in a special program of employment, training and education designed to provide vocational stability and who are unable to find suitable employment.

4) To establish consultation and placement services for employers and youth that will result in entry level employment and a mutual plan for advancement and promotion.

5) To develop a relevant plan of training and education for each individual student to qualify him for retention of his entry occupation and to suit him for advancement and promotion.

METHODS, GOALS AND OBJECTIVES (Cont'd.)

6) To establish a coordinated program of cooperative, education that includes continuing services such as counseling, supervision and educational training for those enrolled.

7) To establish a relationship between families of the enrollees and the program.

8) To promote cooperation between other public education and manpower agencies.

FINDING AND ANALYSIS

The over-all economic picture of the nation has greatly effected our success in finding training stations for our enrollees. However, we were successful in having eighteen (18) of the projected twenty-five (25) students employed. And because of the special needs of our enrollees due to our economic recession and as a result of their desperation for employment, some of the Youngsters were found temporary job assignments in areas other than our specification(see appendix E).

We employed one part-time teacher, who was responsible for providing an avenue whereby students could attain a high school equivalency diploma. There were fourteen (14) students who took advantage of this opportunity. Six of them took the equivalency exams. Results of the tests are pending. In addition to our own GE Program, five (5) of our enrollees attended Project Matthew (Urban League Street Academy). In addition, one of our students took a course at the Greater Hartford Community College. We found that many of the enrollees were more interested in education than job opportunities.

A total of one hundred eighty two (182) classroom clock hours were obtained. This was another part of our effort to provide continuing education for the enrollees.

A Distributive Education Clubs of America (DECA) Chapter was organized. Several meetings were held in our office and at the President's home. A social event (club picnic) was very successful and the Chapter is now engaged in a fund raising affair (selling Daisy Key Chains).

FINDING AND ANALYSIS (Cont'd.)

An Advisory Committee was formed consisting of representatives from business, education and the community at large. This body assists the Project 70,001 plan and concept (see Appendix B).

FINDINGS & ANALYSIS

STATISTICS

(Firms Contacted)
73

Arts, Inc.

A.C. Hine Co.

Adajian

Aetna Insurance Co.

Alice's Kitchen

Allied Electric Co.

Arrow-Hart

Blatche's Food

Brigg's Paint & Arts

Bonanza

Bradlees

Bursey-Chappel

C.M.P. Intake Center

Casual Corners

Calia Ford, Inc.

Chicken Coop

Chinese Wig Shop

Corona Automotive

Culbro Tobacco

Dunkin Donuts, Inc.

Firestone Tire & Rubber Co.

Food Mart

G. Fox & Company

Gionfriddo's

B. Golden & Sons, Inc.

W.T. Grants

Grossman's Distribution Ctrs.

HOV Optical Company

Hartford Hospital

Hartford Institute of Criminal and Social Justice

Hartford Insurance Group

Hartford National Bank & Trust Co.

Hartford Times, The

Holiday Inn

Institute for Living

Jupiter Discount Stores

Koenigs Four Arts

King's Department Stores

LaCasa de Puerto Rico

LaSalle Music Shop

Lipman Motors, Inc.

Lane Bryants

Legal Aid

Merritt, Joseph & Co.

McDonald's

Model Market

Monroe Auto Parts

Moultry's Restaurant

Mount Sinai Hospital

NCR Accounting Machines, Equipment & Systems

Newberrys, J.J.

Northwest Family Day Care

O'Keefe, Jack

Olivetti Corp. of America

Oxford's Department Store

Penney, J.C.

Pierce Buick, Inc.

Pratt & Whitney Aircraft

Permutters, Inc.

Rite-Aid Drugs

Roz's Record Shops

Sage-Allen & Company

St. Francis Hospital

St. Monica's Day Care Ctrs.

Salvation Army

San Juan Center

Sear, Roebuck & Company

Sheraton Hotel

Sondik of Connecticut

Swift, M. & Sons, Inc.

Thom McAn

Travelers Insurance Company

Treasure City

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FINDINGS & ANALYSIS

ETHNIC BREAKDOWN OF ENROLLEES

	FEMALES	MALES
Puerto Rican	4	7
Black	15	25
White	1	1
Totals	20	33

There are a total of 53 enrollees in the Project 70,001 program as of June 30, 1975.

CONCLUSIONS

The original objectives of the Hartford Project 70,001 program as of October of 1974 were to provide training stations for at least twenty-five (25) enrollees, and to provide a vehicle whereby enrollees could obtain a Connecticut State Equivalency Diploma if they so desired. There were many other features of our program but these two were the areas of much concentration.

Our thinking is that an alternative program of training and education such as ours should begin with regular employment of the students. However, we should offer courses in English, Mathematics, Science, Marketing, etc. so that assistance may be given to students in advancement on the job.

Project 70,001 must provide an environment that is different from the typical classroom setting, and provide experiences which are interesting which involve the individual and which make him feel that he is important.

The average enrollee in a 70,001 program is probably as far or further behind in social competency, skill development and personality "norms" than the average student. So, we have tried to establish a program to combat these inadequacies and increase the competency in our students.

There were certain limiting factors that had to be contended with such as: 1) the caliber of our students as mentioned above and; 2) over-all national economic recession at the present time. These two factors were dealt with effectively by the use of our GED Program (see appendix F) and by having eighteen (18) enrollees employed (see appendix E).

CONCLUSIONS (Cont 'd.)

From our foregone experience we found the following problems:

1) Motivation of our enrollees to attend GED classes and DECA meetings.

2) Retention of students employed.

3) Enrollees tended to want jobs well beyond their capabilities.

4) Enrollees often felt that their wages were too low.

5) Transportation for enrollees.

A great deal of the Director's time was spent in job related meetings in and out of the city (see appendix G). These were important meetings and should be given some of the credit for the success of our program.

The present status of the program is described in a letter to the Advisory Council (see appendix H).

RECOMMENDATIONS

Provisions should be made in a 70,001 program to back up the Coordinator or Director with additional personnel and services necessary to continue an effective program in the event of his absence.

A 70,001 program should provide a minimum of two coordinators to provide counseling, teaching, placement, supervision and coordination such as a program plan to serve approximately fifty (50) students, to realize the maximum effectiveness of services. Additionally, there should be at least two part-time teachers.

Included in the budget should be monies for: 1)transportation for enrollees, the first four (4) weeks of employment; 2) continental breakfast during orientation and while seeking a training station.

70,001 should continue to regard regular employment of enrollees as the primary objective of the program.

Other recommendations are as follows:

1) Continue concentrating on an effective Advisory Committee.

2) Concentrate on efforts to increase enrollee attendance.

3) Concentrate on building up a job bank for training stations,and

4) Most importantly, seek continued and secure funding for several years so that the program would not suffer the customary problems of a "lame-duck operation".

APPENDICES

Appendix A ----------DECA Membership

Appendix B ----------Advisory Council Members

Appendix C ----------Action Outline

Appendix D ----------Enrollee Procedure
Pre-Interview Form
Interview Questionnaire

Appendix E ----------Training Stations

Appendix F ----------Testing Data

Appendix G ----------Meetings and Conferences Attended

Appendix H ----------Letter to Advisory Council Members

Appendix I ----------Teacher's Report

Appendix J ----------Administrative Assistant's Summary

(APPENDIX A)

MEMBERSHIP NAMES IN DISTRIBUTIVE EDUCATION CLUBS OF AMERICA - PROJECT 70,001

OFFICERS:

Denise Sharperson, President

Alejandro Baez, Vice President

Ronnie Mason, Secretary

Edith Jenkins, Treasurer

ADVISORS:

Mrs. Annie M. Warren

Mrs. Nancy J. Jackson

Mrs. Cynthia P. Williams

OTHER MEMBERS:

Kevin Andrade

John Barnes

Delores Brumfield

James Haslam

John Haslam

Roberta Lucas

Opal McFarlane

Patrick McDermott

Lee McHargh

Edward Rosegreen

Barbara Williams

(APPENDIX B)

PROJECT 70,001

ADVISORY COUNCIL

Mr. William R. Dunn, Jr. (CHAIRMAN)
Personnel Manager
Sears, Roebuck & Company
1445 New Britain Avenue
West Hartford, Connecticut

Mr. John Harrington
Human Relations Commission
City of Hartford
550 Main Street
Hartford, Connecticut

Mr. Stephen Hansen
Director, Organizational Development
G. Fox & Company
960 Main Street
Hartford, Connecticut

Mrs. Patricia Wilson
Recruitment
G. Fox & Company
960 Main Street
Hartford, Connecticut

Dr. John LeConche
Supervisor, Career Education
Hartford Public Schools
249 High Street
Hartford, Connecticut

Mr. Todd Sagraves
Teacher - Educator
Distributive Education
Central Connecticut State College
New Britain, Connecticut

(APPENDIX C)

PROJECT 70,001

ACTION OUTLINE

October 22, 1974

1. Post for Project Secretary
   a. Begin search for other contractual positions.

2. Begin seeking and negotations for permanent site for Project. (Preferably in downtown area)

3. Set up meetings with all persons concerned with Project, Local, State and National.

4. Contact present enrollees.
   a. Begin identifications of future enrollees. (Meet with Mr. Constantine and Head Guidance Counsellors from each of the three High Schools) (Manpower Programs of Hartford, CRT, and the Urban League.)

5. Review previous records and activities of Project. (Hartford High Annex)

6. Contact present or former members of Advisory Council-or-begin formation of such committee.

7. Re-establish communication with job-training stations-establish new stations for enrollees.

8. Publicize Project through news media-also through the Hartford Board of Education and through newspapers of businesses.

9. Work out cooperative programs for second phase of Project (Basic Education Component) with the Hartford Adult School, Project Matthew and The Urban League Street Academy.

10. Identify volunteer resources for project.

(APPENDIX D)

ENROLLEE PROCEDURE

There is such a great need in the Greater Hartford area for a Project 70,001 program that recruitment of students is no problem. However, we are known to the Hartford Board of Education Adult Program and Guidance Department, plus all other social agencies throughout the area.

1) A propective enrollee telephones or comes in for information and/or interview.

    a) He fills out a routine Pre-Interview Application. (Enrollee is supervised in doing this by the Administrative Assistant, see page 26).

2) The Director interviews the applicant and determines his eligibility (see page 27).

3) The applicant may or may not enroll in the G.E.D. Program. If he does, he is given a Pre-Test (see Appendix F).

4) The enrollee is matched with available training stations.

5) The enrollee is taken on job interviews personally by the Director.

6) There is a follow-up done on each enrollee that is placed. First, by a personal visit by the Director to the job-site and subsequent follow-up either by personal visits or telephone.

7) All enrollees are welcome at the program site at all times. They are encouraged to come in for counseling and just plan old fashioned "rap sessions". This is in addition to their regular course work and DECA activities.

PRE-INTERVIEW FORM (APPENDIX D)

Name _____ Date _____

Address _____ Telephone _____

Date of Birth _____ Age _____ No. yrs. attended Hi. Sch _____ Other _____

Married _____ Single _____ Divorced _____ Separated _____ Soc. Sec. No. _____

Total Number You Support (including yourself) _____ Draft Status _____

What is your height ____ ft. ____ in. What is your weight _____ Circle: Male Female

What serious illnesses have you had? _____

Give details and date(s) _____

What serious accidents or operations have you had? _____

Have you ever had a back injury? _____ What is your driver's license number? _____

Have you ever made application for a bond which was refused? _____

Have you ever been arrested for any offense other than a minor traffic violation? _____

Explain if yes _____

Have you ever been employed by a retail store? _____ Where _____

Work experience: Sales _____ Stock _____

Merchandise _____ Cashier _____

For what position are you applying? 1st choice _____ 2nd _____

RECORD OF EMPLOYMENT
(Start with your last position)

Firm Name	Location	From	To	Position Held	Salary

Hours available to work

Full Time: Daily _____ A.M. Part Time: Days _____

Hours: _____

Interviewed by: Signature _____

(APPENDIX D)

HARTFORD, CONNECTICUT 70,001 PROJECT
INTERVIEW QUESTIONNAIRE

DATE:

Questions and general information:

A. INTRODUCTION:

This is an initial interview with a youth who is interested in being involved in this special project by DECA. I would like for you to know that this is a program that will give you an opportunity to work, learn and develop in the area of Distribution and Retail Sales. If you are accepted for this job, you will also be required to take additional courses in school that will lead to your high school diploma while you are working. I would like for you to understand that the purpose of this interview is to acquaint you with the concepts of this program and for me to learn more about you and to evaluate your activities over the past two years. This interview may or may not determine whether or not you are selected for this project.

B. QUESTIONS: PARENTS:

1. What is your full name? SS NO.
2. Where do you live?
3. State your age and your date of birth.
4. What is your home telephone number?
5. Are you a school drop out?
6. What month and year did you drop out of school?
7. State the name of that school.
8. What is the last grade you completed?
9. Why did you leave school?
10. At this stage in your life, do you feel that a high school education is important?
11. What are some advantages in having a high school education?
12. If you are selected for this project, will you be willing to take additional courses after work for the purpose of acquiring a high school diploma?

    Why?

13. Are you married? Are you the mother or father of a child?

INTERVIEW QUESTIONNAIRE
Continued

14. Have you been involved with the police?

    A. What happened? B. How were you involved?

15. Have you been involved with the police in the last six months?

16. Have you ever used dope or any form of marijuana?

    A. What happened?

17. Do you believe that a man or a woman should work for a living?

    Why do you believe this?

18. Are you willing to work now and take full advantage of this opportunity in the area of Distribution and Retail Sales?

    Why do you believe you will?

19. Do you understand what Distribution and Retail Sales involve?

    Explain:

Distribution involves moving goods from city to city and state to state and making them available to customers or people like you and myself. Retail stores such as Sears, Penney's, Woolworth's and Thom McAn, who are involved in this project, make goods and services available and accessible to people, they also provide a market place where people come to purchase these good in the stores.

There are salesmen hired in these stores, who are there to assist customers or individuals in selecting and making choices of goods and items they they are purchasing.

We are now discussing the possibility of your becoming a salesman or stock clerk in a retail store and specifically, if you are accepted for this project, you will be training in one of these retail stores.

Does this help you understand?

20. Are you willing to put in extra training hours to learn and develop your skills that are related to the job?

    What advantage will this bring for you?

21. Do you have any objections or any hang-ups about working in a retail store?

    What are they?

22. Do you feel that you will have any problems adjusting to customers or employees?

    What are they?

INTERVIEW QUESTIONNAIRE
Continued

23. Are you willing to improve your capabilities in this area through training and suggestions from your supervisor?

    Why are you willing to accept his suggestions?

24. Have you ever worked for or been supervised by a white individual?

25. Are you aware of any problems or hang-ups that may exist between a white supervisor and a black employee?

    Give me one or two examples.

26. Are you ready and willing to accept supervision from a white supervisor who is fair and just in his on the job relationship with you?

    Why do you believe so?

27. Do you understand the responsibilities of a supervisor and the relationship of a supervisor to the employee?

    Explain:

It is the responsibility of a supervisor to provide the leadership assign your duties and responsibilities, not only to you but to all of the other employees that he is supervising; evaluate your performance and recommendations for your promotion. It is your responsibility to listen and understand his instructions and carry out your duties to the best of your ability along with showing initiative and becoming productive on your job.

Once this is done, there should be no problems between you and your supervisor.

28. Do you believe neatness and good grooming are important in doing a job well?

    Explain:

29. Are you willing to accept suggestions in this area from your supervisor or even me?

30. Showing initiative, being dependable, having a good attendance record and being productive are important factors in maintaining a job. Do you agree to this statement?

    A. Do you forsee any problems that will hinder you from being to work on time?

    B. Do you know any reason why you will not work towards training hard and becoming a productive trainee?

INTERVIEW QUESTIONNAIRE
Continued

I would like to summarize the items that we have discussed in this interview. I feel that you have made a commitment to the total concepts of this project, that is, you are willing to accept a job in the area of Distribution and Retail Sales - starting as a trainee, showing initiative and interest, with a desire to learn. You also maintain a good attendance record, become a productive individual, support and participate in the club activities, plus return to evening school. Am I right in assuming that you are in agreement to this commitment?

I will contact your parents and explain this project to them for the purpose of meeting them and letting them know what we are doing and how you will be involved. I will contact you in two or three days to set up an interview for a job.

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(APPENDIX F)

TESTING DATA

The WRAT (Wide Range Achievement Test) was administered to the students as a screening device and also to get a general survey of the students' strengths and weaknesses and their general ability levels. (After a conference with testing personnel at the Hartford Board of Education, the WRAT was decided upon as the best possible pre-measurement in the interests of time, money and purpose.) The results of this pre-testing showed that the students' reading levels ranged from functional non-readers to ninth grade level readers and that most of them were deficient in even the basic mathematical skills, especially multiplication and division. Very few were able to perform the more complex mathematical skills involving addition, subtration, etc., of fractions, changing decimals to percentages and vice versa, let alone the solving of algebraic equations.

Where special testing was needed for further information, tests were devised by the teacher according to the circumstances. In several cases, additional mathematical tests were needed to gain more insight into weaknesses in the basic skills (e.g. many students could divide by one number, but had difficulty in tackling problems with divisors comprised of two or more numbers). In two cases, where it was obvious in the initial interview that the youngsters had serious reading, writing and expression problems, a special basic reading, vocabulary and comprehension test, combined with a spelling test, was given.

Moreover, to get an idea of how the students would fare in taking a

TESTING DATA (Cont'd.)

General Equivalency Exam, a sample G.E.D. test from the book, Preparation for the High School Equivalency Exam (Cambridge Book Company) was administered early in the program. The results showed that at this time, not only were the students deficient in the area of testing, but also that they were unfamiliar and unsure of the format of the test and had difficulties in understanding the directions. By the time the classroom instruction terminated, the students had worked with enough sample exercises to have become sufficiently familiar with the format of the test.

MEETINGS HELD WITH NATIONAL PROJECT 70,001 OFFICIALS:

Nov. 1, 1974 - Marvin Campbell visited us.
We met with John O'Brien & Fred Haddad
Re: Job Development

Nov. 8, 1974 - Dr. George McGorman & Tom Welch visited us.
Met with Dr. LeConche & Tom Harris (Chamber of Commerce)
Re: Businessmen's Affair

Nov. 17, 1974 - Philadelphia, Pennsylvania
Met with Ken Smith & other 70,001 Coordinators

Nov. 18, 1974 - NARCON, Philadelphia, Pennsylvania
Career Development Conference

Nov. 19, 1974 - Wilmington, Delaware 70,001 Program

Nov. 20, 1974 - Dover, Delaware 70,001 Program

Dec. 3, 1974 - Marvin Campbell visited us.
Re: Job Prospects

Dec. 10, 1974 - Dr. George McGorman visited us.
Met with Mr. Phelps, Westfarm Malls

Mar. 12, 1975 - Todd Sagraves, Central Conn. State College, New Britain, Conn.
Re: Businessmen's Affair

Mar. 19, 1975 - William Dunn's Office (Sears)
Met with Dr. LeConche, Sagraves, & Dunn
Re: Businessmen's Affair

Apr. 1, 1975 - William Dunn's Office (Sears)
Met with Dr. LeConche, Sagraves & Dunn
Re: Businessmen's Affair

Apr. 8, 1975 - Dinner Meeting
Ken Smith, Todd Sagraves & Dennis Savage

Apr. 9, 1975 - Susan Price's Office (Conn. Manpower Program)
Met with Ms. Price, Ken Smith, John O'Brien, Dennis Savage
and Todd Sagraves
Re: Norwalk Project 70,001

April 10, 1975 -Dennis Savage visited our office
Re: DECA Club
Met with Hector Rivera, Ms. Eileen Brown & Bill Ortiz, CMP
Re: Refunding of our program

May 28, 1975 - Dennis Savage visited us.
Met with Dr. LeConche
Re: Refunding of our program

MEETINGS HELD WITH NATIONAL PROJECT 70,001 OFFICIALS: (Cont'd.)

June 3, 1975 - Met with Todd Sagraves at Central Connecticut State College
New Britain, Connecticut

Jan. 23, 1975 - Thomas Welch visited us.

CONFERENCES ATTENDED BY ANNIE WARREN:

Nov. 18, 1974 - NAHCON - Career Development Conference
Philadelphia, Pennsylvania

Dec. 10, 1974 - City of Hartford Distributive Education
Coordinators Meeting, Hartford, Connecticut

Jan. 8, 1975 - Distributive Education Workshop (State)
Wallingford, Connecticut

Feb. 12, 1975 - Distributive Education Conference
New London High School, New London, Connecticut

Mar. 24, 1975
Mar. 25, 1975 - State DECA Conference
Sheraton Hotel, Hartford, Connecticut

Apr. 10, 1975
Apr. 11, 1975 - State DECA Conference
Meriden, Connecticut

May 4, 1975
thru
May 11, 1975 - National Career Development Conference
Hollywood, Florida

May 22, 1975 - State DECA Conference
Wallingford, Connecticut

May 28, 1975 - DECA Clubs Luncheon Meeting
Valle's, Hartford, Connecticut

OTHER MEETINGS ATTENDED:

Jan. 7, 1975 - Chamber of Commerce
Met with Ms. Sandra Hamer & Thomas Harris
Re: Businessmen's Affair

Jan. 14, 1975 - Chamber of Commerce
Met with Ms. Sandra Hamer & Thomas Harris
Re: Businessmen's Affair

Jan. 15, 1975 - John O'Brien & Fred Haddad visited our office.

Jan. 20, 1975 - Pratt Street Merchants Meeting
Re: Introduce & Ask Support of Project 70,001

Jan. 22, 1975 - Pratt Street Merchants Meeting
Re: Introduce & Ask Support of Project 70,001

Jan. 28, 1975 - Chamber of Commerce
Met with Ms. Sandra Hamer
Re: Businessmen's Affair

OTHER MEETINGS ATTENDED: (Cont'd.)

Feb. 4, 1975 - Chamber of Commerce
Met with Ms. Sandra Hamer
Re: Businessmen's Affair

Feb. 10, 1975 - Chamber of Commerce
Met with Ms. Sandra Hamer
Re: Businessmen's Affair

Feb. 19, 1975 - Met with John O'Brien at our office

Mar. 4, 1975 - Chamber of Commerce
Met with Tom Harris, Sandy Hamer & Dr. LeConche
Re: Businessmen's Affair

Mar. 11, 1975 - Chamber of Commerce
Met with Ms. Sandra Hamer
Re: Businessmen's Affair

Mar. 27, 1975 - William Ortiz, Comphensive Manpower Program
visited our office to discuss possible CETA Funding

May 20, 1975 - Met with Ms. Eileen Brown, Comphensive Manpower Program
to discuss possible funding for our program.

June 5, 1975 - Met with Mr. Hector Rivera, Comphensive Manpower Program
to seek funding for our program.

PROJECT 70001
65 Pratt Street, 2nd Floor
HARTFORD, CONNECTICUT 06103
203-566-6786

(APPENDIX H)

August 5, 1975

To Advisory Council Members:

Project 70,001 is surviving, at least for the time being. We were granted funding to carry us through September 30, of this year by the Comprehensive Employment and Training Act. However, there is still the question of funding beyond the above date. We are anticipating that CETA will continue to fund us through June 30, 1976. This is in no way definite. Dr. LeConche and I will begin talking with Ms. Eileen Brown from CETA concerning our continued funding within the next few days.

Presently, the staff is still interviewing youngsters and seeking training stations for our present enrollees. To date, we have eighteen (18) enrollees employed. In addition to developing training stations. we are doing follow-up on those enrollees all ready employed.

We are in possession of several cartridges (tapes) prepared by National Project 70,001 that we are using as a teaching tool. We have the Project 70,001 story and a series titled "Handling Objection", which is a great asset to those interested in sales. We have asked all of our enrollees to come in to review and discuss the tapes. Some of them have taken advantage of this opportunity.

Once our funding has been stabilized, I will be in contact with you again. In the mean time, I do hope you are having a pleasant summer. If there are any suggestions that you may have, especially in the area of job development, please, please contact me immediately.

Sincerely,

Mrs. Annie M. Warren
Project Director

AMW:njj
cc: Ken Smith
Dennis Savage

(APPENDIX I)

TEACHER'S REPORT

In my opinion, Project 70.001 can provide an excellent opportunity for young high school dropouts to "get a new start" and to gain new confidence in themselves as individuals and as contributing members to society. Because of the uniqueness of the program, youngsters can accomplish these goals through job placement and satisfaction through varied educational and social opportunities, as well as through the knowledge that someone is interested in their welfare and is willing to help them acquire new dimensions to their lives when prior to this experience, many of them had no positive plans or goals for their futures.

As classroom instructor, it was my responsibility to help prepare these students for the General Equivalency Exam and to impart any knowledge or experiences to them which would be helpful in their daily lives and in securing and maintaining employment.

Classroom activities included instruction in English grammar, spelling, mathematics, history, science, the study of some literary devices and forms with most of the emphasis being placed on English grammar and mathematics since these were the two areas in which the students were most deficient in terms of the G.E.D. test. Morever, attention was paid to strengthening reading vocabulary and comprehension skills which were necessary to increase their ability to understand facts, ideas, and relationships contained in the various reading passages throughout the

TEACHER'S REPORT (Cont'd.)

G.E.D.

In addition to my tutorial duties, I also served as one of three advisors to the aforementioned DECA Club.

One of the major problems confronted in this portion of the program was that many of the students lacked sufficient motivation to attend classes regularly, so that the number of the students varied from day to day.

Also, as a comment and as a recommendation, and as was mentioned in Appendix F, since the reading levels of most of these students are very low, a remedial reading program along with the regular G.E.D. program would be very valuable.

(APPENDIX J)

ADMINISTRATIVE ASSISTANT'S SUMMARY

It has been my pleasure to be employed by and to serve Mrs. Annie M. Warren and the Project 70,001 program.

This having been my first opportunity in working with a program of such a high caliber, I found Project 70,001 a fulfilling and productive program. To actually be involved with the youngsters was an exciting and sometimes traumatic experience.

As Administrative Assistant, I was primarily responsible for keeping up-to-date records (financial and all other office processing), telephone coverage, aiding present enrollees and other staff members, setting up appointments, pre-interviewing, and all other general office duties.

As one of the advisors to the DECA Club, I kept records, took minutes and attended all the Club's meetings and activities.

It is difficult in a program such as Project 70,001 not to become involved, when you see the "end products" such as we have observed. These youngsters need counseling, encouragement, educational instruction, and most importantly, self respect, for they too, are human beings. Unlike you and I, they're trying to find themselves and a place in this complex society of ours. I truly believe in the concepts of Project 70,001 and I've seen them work, have you?